

## Using video in the classroom

### Preview

- ★ A language focus on vocabulary, function or grammar that will come up on the tape.
- ★ Ss predict what will happen from some given information or pictures.
- ★ Ss discuss a topic that leads into or is connected with the subject on the tape
- ★ Ss study a worksheet that they will use when watching the tape.

### Viewing

- ★ Listening, looking, or interpreting
- ★ Focus specifically on function, grammar, vocabulary or pronunciation
- ★ Focus on gestures, facial expressions, body language, etc

### Post Viewing

- ★ Discussion, interpretation, personalisation
- ★ Study of new language
- ★ Roleplay the scene (or its continuation)
- ★ Inspiration for other work
- ★ Write a letter from one character to another
- ★ Plan what the characters should do next

### And one more thing.....

- ★ Don't let your Ss mentally switch off; make them think; challenge them. Cover up the screen and ask questions: 'Listen to the words/ music - what's the picture?', 'What are they describing?', 'Where are they?', Then, look at the images and compare.
- ★ In pairs, the above idea becomes an instant communicative activity: 'Tell your partner what you think was happening'. It could lead to drawing and comparison of pictures.
- ★ Switch off the sound: 'What are they saying?' Advertisements work beautifully: in pairs, imagine and write the script. And then the two Ss 'lip-synch' it: 'Come up to the screen; sit on either side of it and while I play the (silent) recording again you speak the words'.
- ★ Use the pause button to freeze images: 'What happens next?' (Talk about it; write a story, etc.). Then (later) watch and compare.

Divide the class in two, on separate sides of the room. Only one half can see the screen. Have the sound turned off. Half (A) watches for one minute. Then (as a group or in pairs) tells the other half (B) what happened. Then swap over and repeat. This is great with short, silent comedy sketches. For a very noisy variation, everyone in A tells a pre-chosen partner B what is happening while it's happening, i.e. live commentary. The quiet variation: A watches and mimes and to B what is happening; at the end, B must tell the story to A. It's a very challenging speaking and listening practice

Source: SCRIVENER, J. (1998). *Learning Teaching*. MacMillan